

**Title of Instructional Materials:** Scott Foresman (enVision)

**Grade Level:** Grade K

Summary of Scott Foresman (envisions)

<b>Overall Rating:</b> <input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)  <b>Summary / Justification / Evidence:</b> It was complete, in-depth, met all learning styles, flexible, great spiraling and review. Teacher training is imperative to implement this program to the fullest. Ideal for Acuity-on going assessments. Visually appealing to students. Concerns: Consistency of vocabulary and clarity of topics. Concern of vocabulary correlating with vocabulary used in state standards.	<b>Important Mathematical Ideas:</b> <input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)  <b>Summary / Justification / Evidence:</b> Seems complete. On target as far as level of difficulty. Gave multiple ways of approaching the same concept>m
<b>Skills and Procedures:</b> <input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)  <b>Summary / Justification / Evidence:</b> Multiple modalities and a variety of manipulatives to teach concepts. Did a good job of procedural and declarative knowledge.	<b>Mathematical Relationships:</b> <input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)  <b>Summary / Justification / Evidence:</b> Provided a lot of real life activities that students could relate to. Integrated prior knowledge.

<b>1. Make sense of problems and persevere in solving them.</b>	
<p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>
<b>Summary / Justification / Evidence:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

**2. Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:****Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):****Summary / Justification / Evidence:****Overall Rating:**☐1   ☐2   ☐3   ☒4



### 3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:**

**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**

**Summary / Justification / Evidence:**

**Overall Rating:**

☐1   ☐2   ☐3   ☒4

#### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:**

**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**

**Summary / Justification / Evidence:**

**Overall Rating:**

☐ 1☐ 2☐ 3☒ 4

**5. Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:****Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):****Summary / Justification / Evidence:****Overall Rating:**☐ 1   ☐ 2   ☐ 3   ☒ 4

**6. Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:****Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):****Summary / Justification / Evidence:****Overall Rating:** ☐1 ☐2 ☐3 ☒4

**7. Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well-remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Indicate the chapter(s), section(s), and/or page(s) reviewed:****Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):****Summary / Justification / Evidence:****Overall Rating:**☐ 1   ☐ 2   ☐ 3   ☒ 4

**8. Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:****Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):****Summary / Justification / Evidence:****Overall Rating:**☐1☐2☐3☒4

<b>Domain:</b> <i>Counting and Cardinality</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.CC.1</b>  Count to 100 by ones and by tens.	Important Mathematical Ideas: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4  Skills and Procedures: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4  Mathematical Relationships: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Covered in Unit 4, 5 and 12	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Counting and Cardinality</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.CC.2</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Unit 5-10 & 12	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4



<b>Domain:</b> <i>Counting and Cardinality</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.CC.3</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Counting and Cardinality</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.CC.4a</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Counting and Cardinality</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.CC.4c</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> Compares numbers
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Unit 6	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Counting and Cardinality</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.CC.5</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Reflected in almost every unit.	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Counting and Cardinality</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.CC.6</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b> Consistency of vocabulary.	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

<b>Domain:</b> <i>Counting and Cardinality</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.CC.7</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Unit 6 compares both as written & pictorially. Encourages good inquiry.	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Operations and Algebraic Thinking</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.OA.1</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Unit 4 begins with both horizontal and vertical number lines. Built more in Units 10 & 11.	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Operations and Algebraic Thinking</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.OA.2</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b> Consistent vocabulary. Used just pictures and would be better if transitioning into vocabulary with pictures.	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4



<b>Domain:</b> <i>Operations and Algebraic Thinking</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.OA.3</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> Very sequential. Variety of ways.
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Operations and Algebraic Thinking</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.OA.4</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Operations and Algebraic Thinking</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.OA.5</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> Covered thoroughly.
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Number and Operations in Base Ten</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.NBT.1</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input checked="" type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input checked="" type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input checked="" type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b> Used only connecting cubes and did not transition to Base 10 blocks.	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

<b>Domain:</b> <i>Measurement and Data</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.MD.1</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Unit 9 measurement very inclusive.	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Measurement and Data</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.MD.2</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> Looked at attributes as same size same shape instead of just one.
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Measurement and Data</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.MD.3</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Geometry</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.G.1</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b> Did not include all core terms.	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4



<b>Domain:</b> <i>Geometry</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.G.2</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Unit 7	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Geometry</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.G.3</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> Concern about the terminology used in title versus the correct terminology in the lesson.
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Unit 7 Lesson 7 & 8 Solid and flat	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Geometry</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.G.4</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Geometry</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.G.5</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Geometry</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>K.G.6</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b>	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

52

Reviewed By:

[Redacted]

Title of Instructional Materials:

en Vision Math  
Scott Foresman

## Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

*\* Spiraling*

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

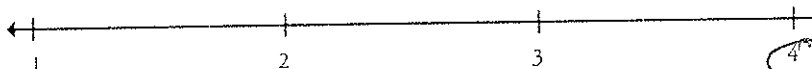
Indicate the chapter(s), section(s), or page(s) reviewed.

Lesson 5-11 Uses real objects  
and pictures to make a graph  
Total picture

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

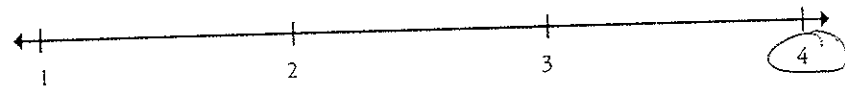
Indicate the chapter(s), section(s), or page(s) reviewed.

Topic 10 Wk 6 192  
Topic 11 Lesson 5

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

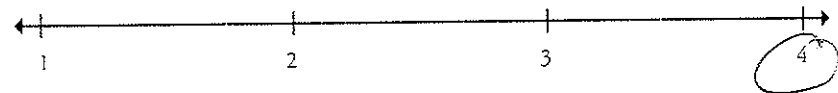
11-1 Act out number stories to  
Separate 2 groups.

11-7 Act out subtraction word problem  
and discuss answer

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating





Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

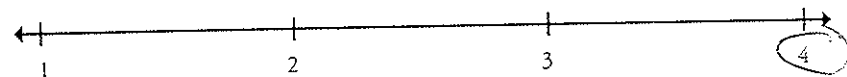
Topic 11 Week 210  
11-1

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Real life situations to subtract

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Counters, connecting cubes, blocks,  
geometric solids, pattern blocks, etools

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

13-6 Acting out many problems  
14-7 Logical Reasoning

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

Indicate the chapter(s), section(s), or page(s) reviewed.

15-4 Number pattern on calendar  
12-10 Problem solving Look for a pattern

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Topic 3 - 3.2, 3.1, 3.3

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

All repeating patterns





Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

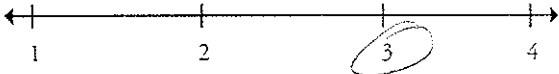


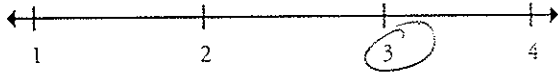
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p>12-6</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>12-6 Counting - reading and writing</p>	<p>Important Mathematical Ideas</p> 
	<p>Skills and Procedures</p> 
	<p>Mathematical Relationships</p> 
	<p>Summary / Justification / Evidence</p>
<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>	
<p>Overall Rating</p> 	

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.2</b></p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Topic 12</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>









Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

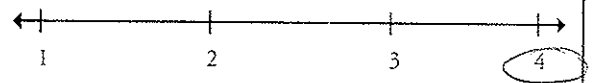


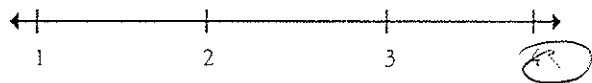
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.4a</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topics 4, 5, 6, 8, 12</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_



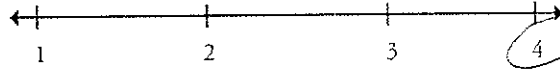

**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.4b</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topics -</i> <i>Every topic includes this</i></p>	

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

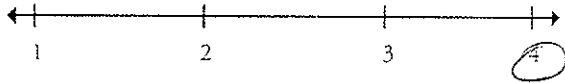
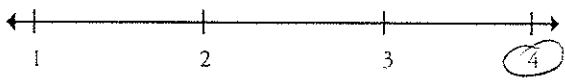
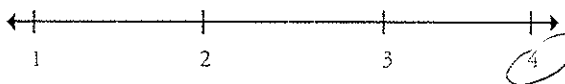
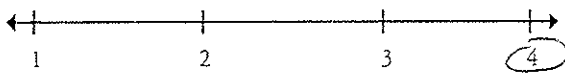
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.4c</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topics 6-2, 6-3</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>Compares numbers</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>    <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.5</b></p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>Counting things in a line.</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>



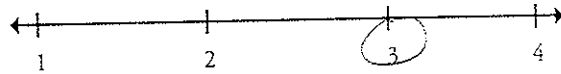

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Topics 5-10  
12

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_





**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.6</b></p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup></p> <p><sup>1</sup> Include groups with up to ten objects.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Topic 16-1 As more, more and fewer 4-7</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_


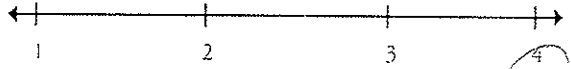
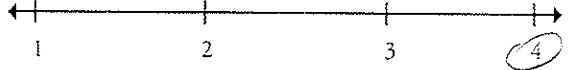

**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Topic 4 Free Response Test 4-9 D</p>	<p>Important Mathematical Ideas</p>  <p>A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 4 is circled.</p>
	<p>Skills and Procedures</p>  <p>A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 4 is circled.</p>
	<p>Mathematical Relationships</p>  <p>A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 4 is circled.</p>
	<p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating</p>  <p>A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 4 is circled.</p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

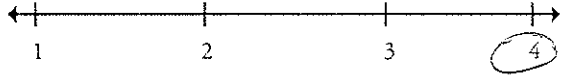
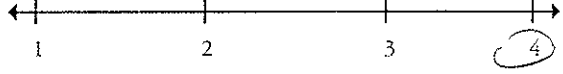
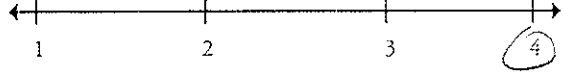
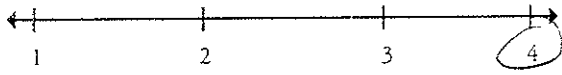
**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.OA.1</b></p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><small>1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</small></p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>11-6 Subtraction 11-2 Sub. Stories 10-6 10-1 10-2</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**





<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<p><b>K.OA.2</b></p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>10-2 10-4 10-6 11-1 11-2</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>Many ways to show</p> <p><b>Overall Rating</b> </p>



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

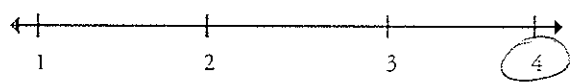
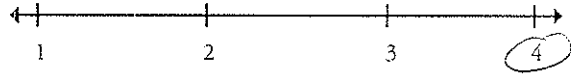
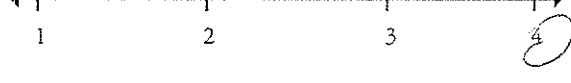
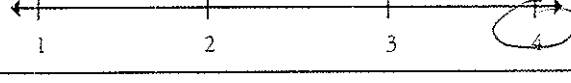
**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>					
<p><b>K.OA.3</b></p> <p>Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5-8 Making 10 5-2 Making 6+7</p>	<p>Important Mathematical Ideas</p> 	<p>Skills and Procedures</p> 	<p>Mathematical Relationships</p> 	<p>Summary / Justification / Evidence</p> <p>Variety of ways</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>	<p>Overall Rating</p> 

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_


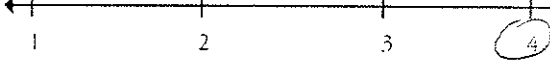


**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<p><b>K.OA.4</b></p> <p>For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5-8 Making 10</p>	<p>Important Mathematical Ideas</p>  <p>A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 4 is circled.</p>
	<p>Skills and Procedures</p>  <p>A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 4 is circled.</p>
	<p>Mathematical Relationships</p>  <p>A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 4 is circled.</p>
	<p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating</p>  <p>A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The number 4 is circled.</p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<p><b>K.OA.5</b> Fluently add and subtract within 5.</p>          <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>4-3 4-4 4-6</p>	<p><b>Important Mathematical Ideas</b></p> 
	<p><b>Skills and Procedures</b></p> 
	<p><b>Mathematical Relationships</b></p> 
	<p><b>Summary / Justification / Evidence</b></p>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
	<p><b>Overall Rating</b></p> 


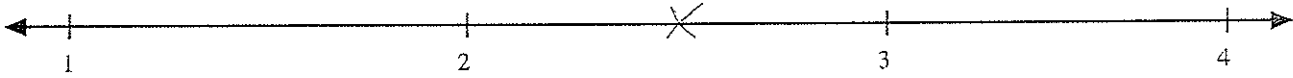
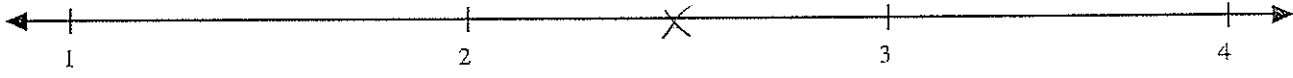





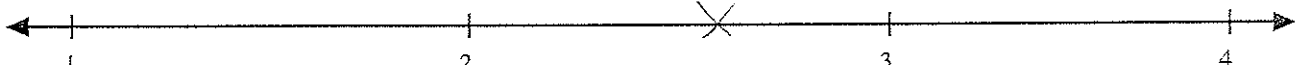
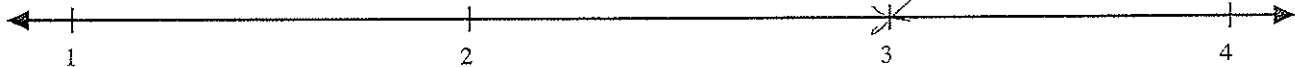


enVision go K

### Important Mathematical Ideas: Understanding the scoring

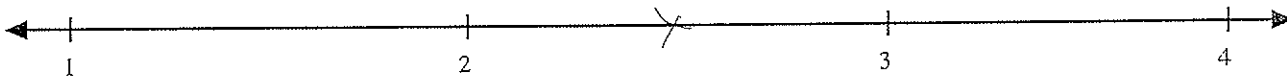
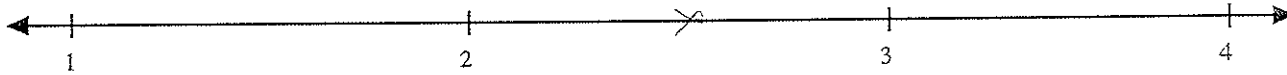
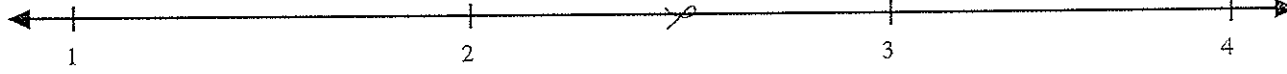
	Superficially Developed	Well Developed
Development	 <p>Important mathematical ideas are alluded to simply or are missing, approached primarily from a skill level, or provided for students outside any context.</p>	<p>Important mathematical ideas are evident, conceptually developed, and emerge within the context of real-world examples, interesting problems, application situations, or student investigations.</p>
Connections	 <p>Important mathematical ideas are developed independently of each other (i.e., they are discrete, independent ideas).</p>	<p>Important mathematical ideas are developed by expanding and connecting to other important mathematical ideas in such a way as to build understanding of mathematics as a unified whole.</p>
Rigor and Depth	 <p>Important mathematical ideas are applied in routine problems or in using formulated procedures, and are extended in separate / optional problems.</p>	<p>Important mathematical ideas are applied and extended in novel situations or embedded in the content, requiring the extension of important mathematical ideas and the use of multiple approaches.</p>

### Skills and Procedures: Understanding the scoring

	Superficially Developed	Well Developed
Development	 <p>Skills and procedures are the primary focus, are developed without conceptual understanding, and are loosely connected to important mathematical ideas — important mathematical ideas are adjunct.</p>	<p>Skills and procedures are integrated with important mathematical ideas and are presented as important tools in applying and understanding important mathematical ideas.</p>
Connections	 <p>Skills and procedures are treated as discrete skills rarely connected to important mathematical ideas or other skills and procedures.</p>	<p>Skills and procedures are integrated with—and consistently connected to—important mathematical ideas and other skills and procedures.</p>
Rigor and Depth	 <p>Skills and procedures are practiced without conceptual understanding outside any context, do not require the use of important mathematical ideas, and are primarily practiced in rote exercises and drill.</p>	<p>Skills and procedures are critical to the application and understanding of important mathematical ideas, and are embedded in problem situations.</p>



## Mathematical Relationships: Understanding the scoring

	Superficially Developed	Well Developed
Development	 <p>Mathematical relationships are not evident, and mathematics appears as a series of discrete skills and ideas.</p>	<p>Mathematical relationships are evident in such a way as to build understanding of mathematics as a unified whole.</p>
Connections	 <p>Mathematical relationships are not required of students or are used primarily to provide a context for the practice of skills or procedures — words wrapped around drill.</p>	<p>Mathematical relationships are integrated with important mathematical ideas, and are integral in required activities, problems, and applications.</p>
Rigor and Depth	 <p>Mathematical relationships require the use of skills and procedures, but rarely require the use of any important mathematical ideas or connections outside mathematics.</p>	<p>Mathematical relationships require the broad use of mathematics and integrate the need for important mathematical ideas, skills, and procedures, as well as connections outside mathematics.</p>

same / different

0 to 20

part by attribute patterns

Topic 6 p 99 "lesser"

same size same shape

circles sq, rec, tri

symmetry solids

$\frac{1}{2}$  equal parts

ordinals

length, capacity, weight

addition "joining"

subtraction

separating

count to 100

2, 5

odd/even

1¢ 5¢ 10¢ 25¢ #1

time to hr.

pictographs real bar

less/more likely

*Envision2*

# Instructional Materials Analysis and Selection

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**Phase 3:** Assessing Content Alignment to the  
Common Core State Standards for Mathematics

**Kindergarten**



a project of  
**The Charles A. Dana Center**  
at the University of Texas at Austin

# **Instructional Materials Analysis and Selection**

***Phase 3:***

***Assessing Content Alignment to the Common Core State Standards for Mathematics***

***A project of***

**The Indiana Education Roundtable, The Indiana Department of Education,  
*and***

**The Charles A. Dana Center at The University of Texas at Austin**

**2010–2011**

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 8. Look for and express regularity in repeated reasoning.

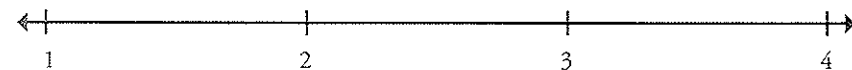
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



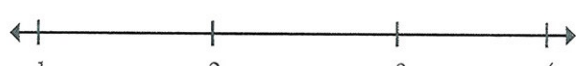
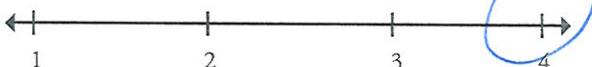
Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

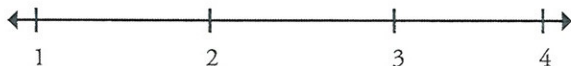
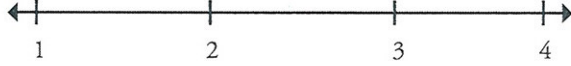

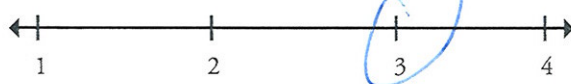
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.1</b> Count to 100 by ones and by tens.</p> <p>Unit 4 - 0-5 Unit 5 - 6-10 Unit 12 11 - 100</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

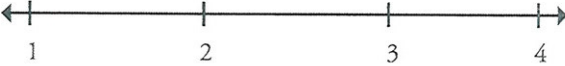
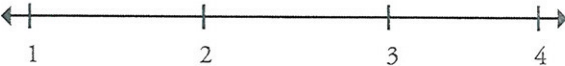
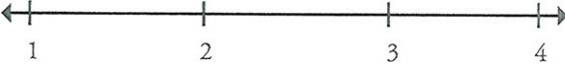
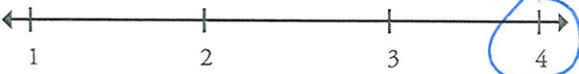
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.2</b></p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5-10</p>	<p>Important Mathematical Ideas</p> 
	<p>Skills and Procedures</p> 
	<p>Mathematical Relationships</p> 
	<p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating</p> 

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

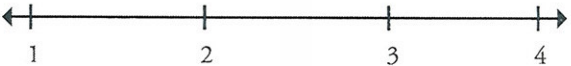
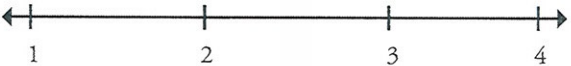
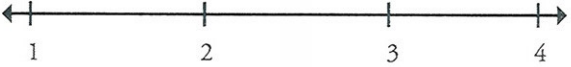
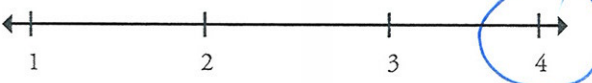
Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.3.</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p><i>Unit 4 - 0-5</i> <i>Unit 5 - 6-10</i> <i>Unit 12 - larger #'s</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

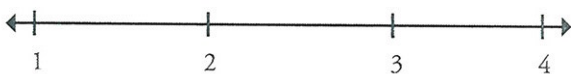
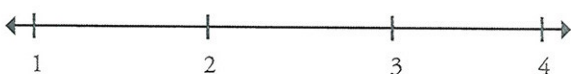
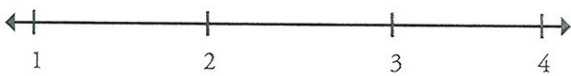
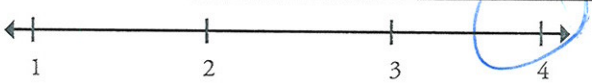
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.4a</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p><i>Number words . 12 - larger #s</i></p> <p><i>4 - 0 - 5</i></p> <p><i>5 - 6 - 10</i></p> <p><i>6 - Comparing #s</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

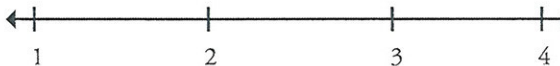
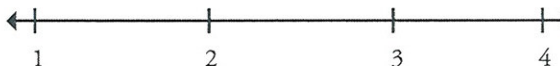
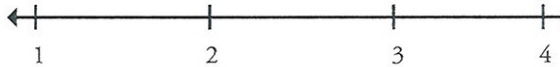
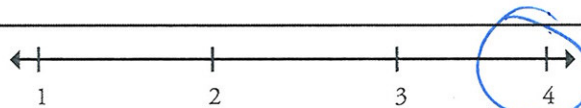
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.4b</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p><i>See pg 17</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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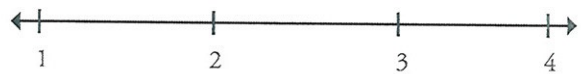
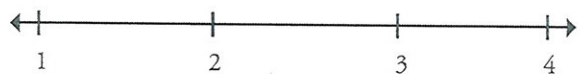
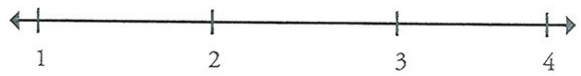
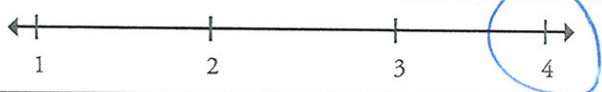
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.4c</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><i>Unit 6 Comparing #5</i></p> <p><i>6-1 - #5 0-10</i></p> <p><i>6-2 - #5 to 5</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>6-4 - one more, one less</i></p> <p><i>whole unit covers this</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

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Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

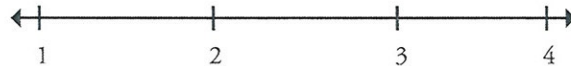

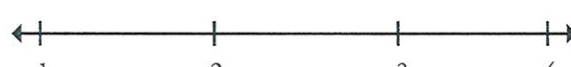
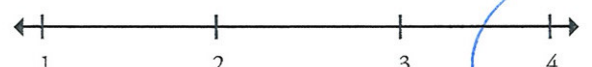
Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.5</b></p> <p>Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><i>So many of the units reflect this — to almost all units — all that refer to cardinality</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>



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Title of Instructional Materials: \_\_\_\_\_

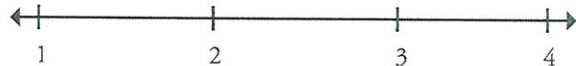
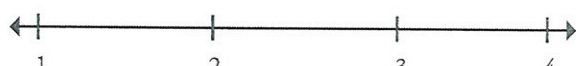
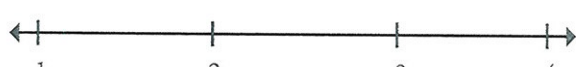
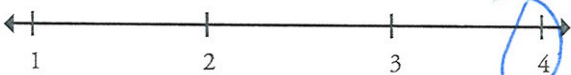
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.6</b></p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup></p> <p><i>4-7 more, fewer, same for #s 0-5</i></p> <p><i>5-10 ordering #s on # line</i></p> <p><i>Unit 6 Comparing #s</i></p> <p><sup>1</sup> Include groups with up to ten objects.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

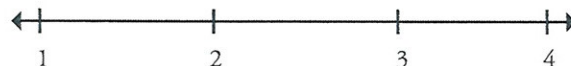
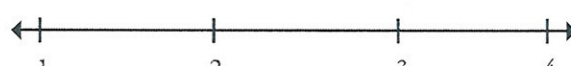
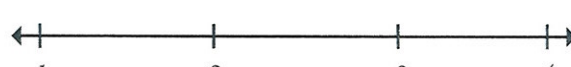
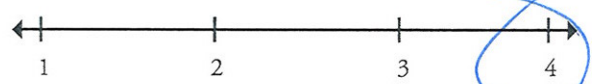
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.7</b></p> <p>Compare two numbers between 1 and 10 presented as written numerals.</p> <p><i>Unit 6 Compares Both as Written &amp; pictorially</i></p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>          <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>          <p>Overall Rating </p>

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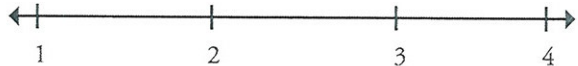
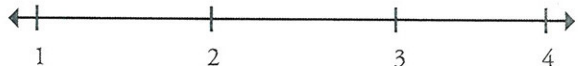
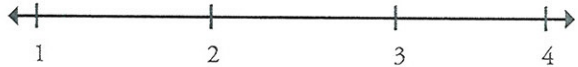
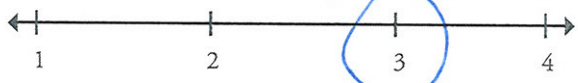
**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.OA.1</b></p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><i>Unit 10 - add't</i>  <i>Unit 11 - subtraction</i>  <i>very thorough</i></p> <p><small>1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</small></p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>Unit 4 - stand + :- on</i>  <i>Both vertical &amp; horizontal</i>  <i># line</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

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Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

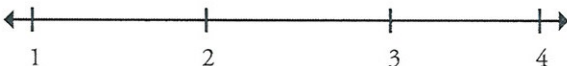
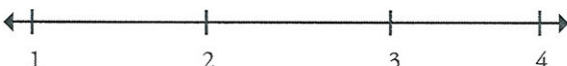
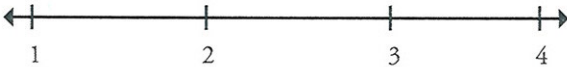
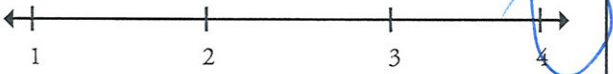
<p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>K.OA.2</b></p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><i>10-7 Picture Problems +</i>  <i>11-6 - Picture probs. -</i>  <i>11-7 - interactive subtraction story probs</i></p> <p><i>No actual words</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>



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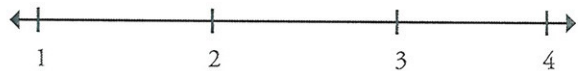
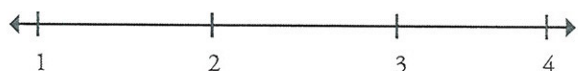
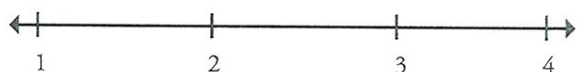
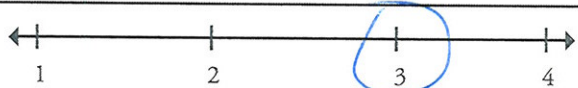
**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.OA.3</b></p> <p>Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><i>10 add + -</i>  <i>10 to 2 joining</i>  <i>Then goes to using plus signs</i>  <i>&amp; finding sums</i>  <i>Ch. 11 does something for subtraction</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>very sequential -</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

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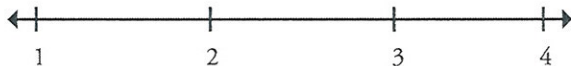
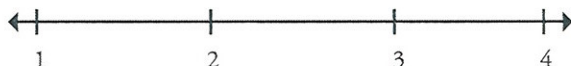
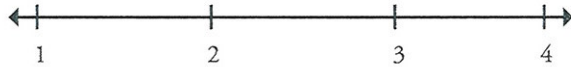
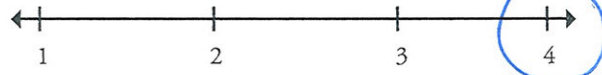
**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p><b>K.OA.4</b></p> <p>For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p><i>6-3 Comparing #'s to 10</i></p> <p><i>6-4 also uses 10 frame</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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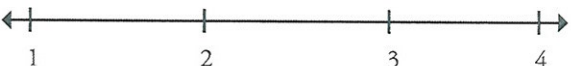
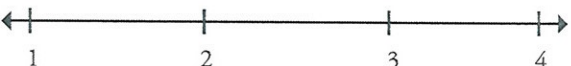
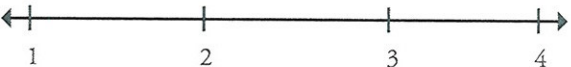
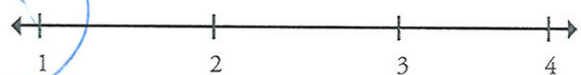
**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.OA.5</b> Fluently add and subtract within 5.</p> <p><i>Unit 10 add + Unit 11 Subt. again - thoroughly covered</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – NUMBER AND OPERATIONS IN BASE TEN – K.NBT**

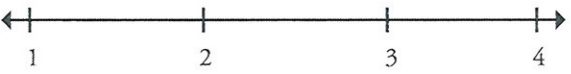
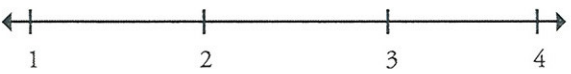
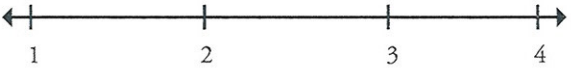
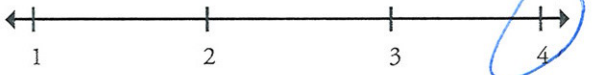
Work with numbers 11–19 to gain foundations for place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.NBT.1</b></p> <p>Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Don't see</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – MEASUREMENT AND DATA – K.MD**

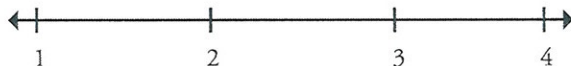

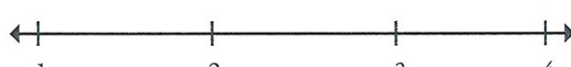
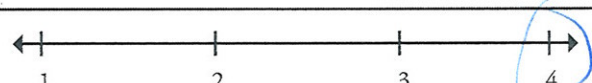
Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.MD.1</b></p> <p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><i>Unit 9 measurement.</i> <i>length lessons 1, 2, 3, 4</i> <i>weight lessons 8, 9</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Title of Instructional Materials: \_\_\_\_\_

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

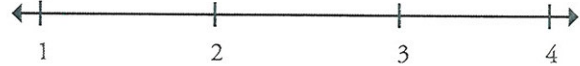
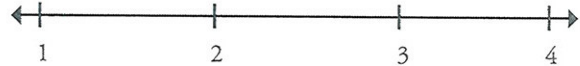
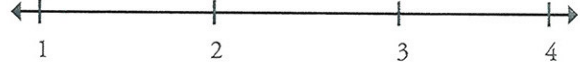
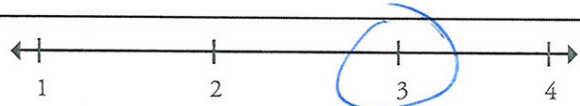
**MATHEMATICS: GRADE K – MEASUREMENT AND DATA – K.MD**

Classify objects and count the number of objects in each category.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.MD.3</b></p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup></p> <p><i>Sorting &amp; Classifying - unit 1</i></p> <p><i>Same/different (1-1)</i></p> <p><i>By one attribute (1-2)</i></p> <p><i>More than one (1-4)</i></p> <p><sup>1</sup> Limit category counts to be less than or equal to 10.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – GEOMETRY – K.G**

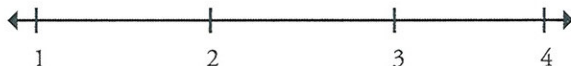
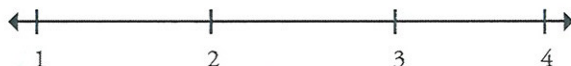
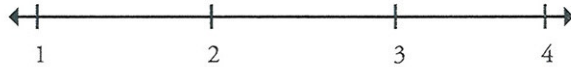
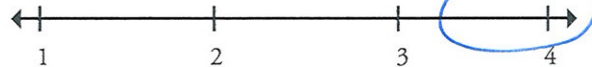
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.G.1</b></p> <p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p><i>Unit 2</i></p> <p><i>inside/outside (2-1)</i></p> <p><i>over, under, on (2-2)</i></p> <p><i>top middle, bottom (2-3)</i></p> <p><i>Before after (2-4)</i></p> <p><i>left right (2-5)</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>don't see above/below</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

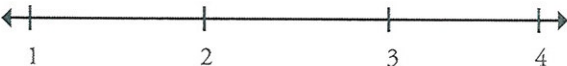
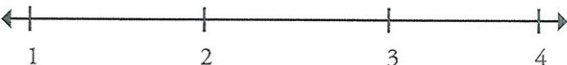
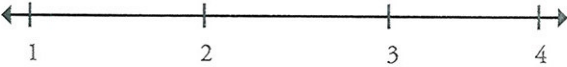
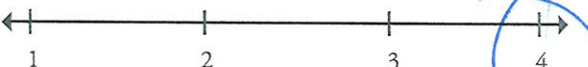
**MATHEMATICS: GRADE K – GEOMETRY – K.G**

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.G.2</b></p> <p>Correctly name shapes regardless of their orientations or overall size.</p> <p><i>Unit 7 Shapes</i></p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

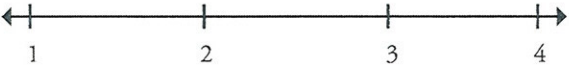
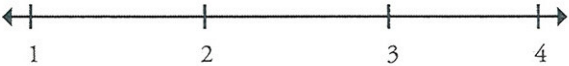
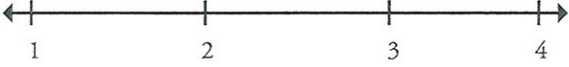
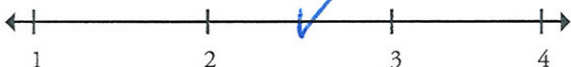
**MATHEMATICS: GRADE K – GEOMETRY – K.G**

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.G.3</b></p> <p>Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p><i>7-7 Solid figures (3-D)</i>  <i>7-8 Flat surfaces (2-D)</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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Title of Instructional Materials: \_\_\_\_\_

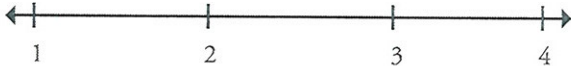
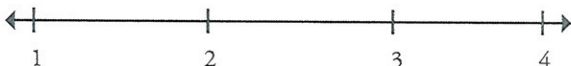
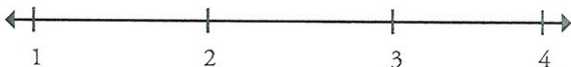
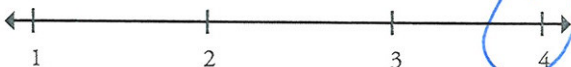
**MATHEMATICS: GRADE K – GEOMETRY – K.G**

Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.G.4</b></p> <p>Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p><i>7-1 Congruency</i></p> <p><i>7-4 Same size/shape</i></p> <p><i>Don't find when student has to identify # of sides, corners</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Vertices etc.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – GEOMETRY – K.G**

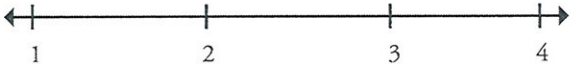
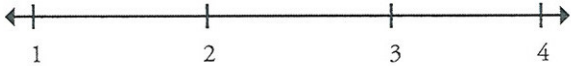
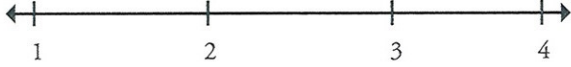
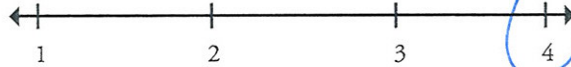
Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.G.5</b></p> <p>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><i>Several pgs in unit 7</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – GEOMETRY – K.G**

Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.G.6</b></p> <p>Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>7-3</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

(K)

Scott Foresman

Reviewed By:

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Title of Instructional Materials:

Math Envision

## Documenting Alignment to the Standards for Mathematical Practice

Kdg

(Envision Math)

### 1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

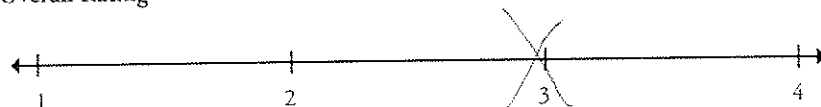
Indicate the chapter(s), section(s), or page(s) reviewed.

1, 4, 6, 7, 29

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By:

[Redacted]

Title of Instructional Materials:

EnVision Math

## Documenting Alignment to the Standards for Mathematical Practice

### 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

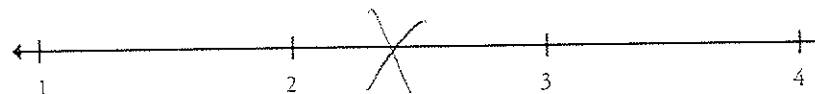
Indicate the chapter(s), section(s), or page(s) reviewed.

1, 3, 6, 8, 12, 13, + 16

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By:

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Title of Instructional Materials:

enVision Math

## Documenting Alignment to the Standards for Mathematical Practice

### 3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

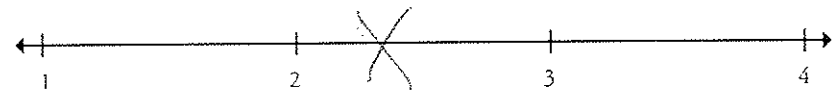
Indicate the chapter(s), section(s), or page(s) reviewed.

Topics 1, 3, 6, 8, 9, 13, 14, & 15

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating





Reviewed By:

Title of Instructional Materials:

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enVision Math

## Documenting Alignment to the Standards for Mathematical Practice

### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

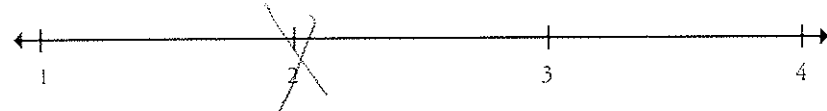
Indicate the chapter(s), section(s), or page(s) reviewed.

Topics 3, 7, 8, 9, 10, 11, 13,  
14, 15, +16

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:



Title of Instructional Materials:

enVision Math

## Documenting Alignment to the Standards for Mathematical Practice

### 5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Topics 1, 8, 9, 14, 15, & 16

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

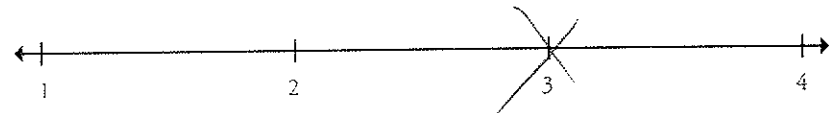
Indicate the chapter(s), section(s), or page(s) reviewed.

Topics 2, 6, 8, 10, 11, 13, 14,  
15, & 16

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:

Title of Instructional Materials:

~~EnVision Math~~  
EnVision Math

## Documenting Alignment to the Standards for Mathematical Practice

### 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

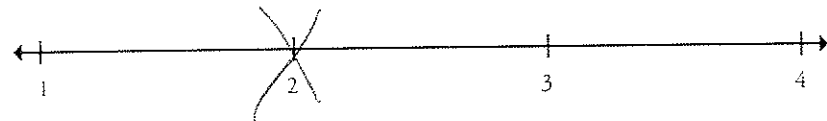
Indicate the chapter(s), section(s), or page(s) reviewed.

Chapters 3, 8, 9, 12,  
13, 16

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By:

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Title of Instructional Materials:

enVision Math

## Documenting Alignment to the Standards for Mathematical Practice

### 8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

(Chapters)

Topics 3, 7, 10, 13, 14, & 16

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



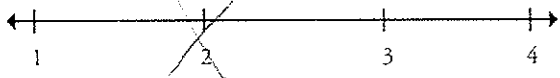
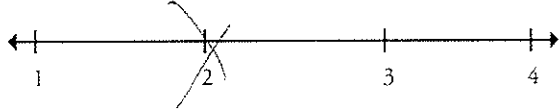
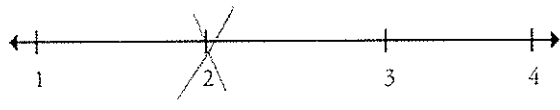
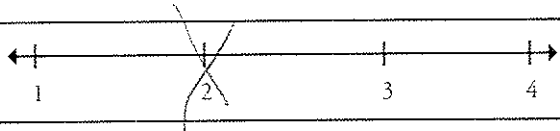
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Title of Instructional Materials:

enVision math

**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.1</b> Count to 100 by ones and by tens.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><u>Topics 5, 6, 9, 12, &amp; 16</u></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

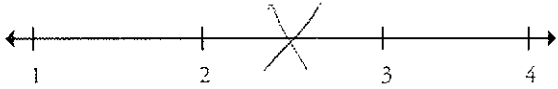
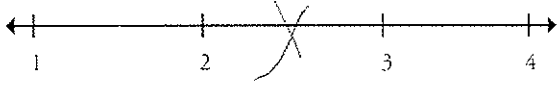

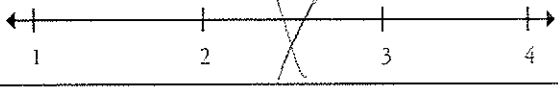
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**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.2</b></p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topic 5, 10, 12, &amp; 13</i></p>	<p>Important Mathematical Ideas</p> 
	<p>Skills and Procedures</p> 
	<p>Mathematical Relationships</p> 
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	<p>Overall Rating</p> 






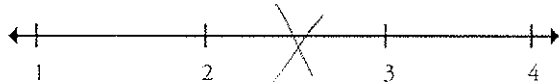
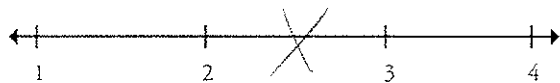
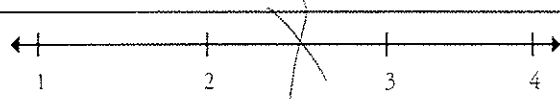
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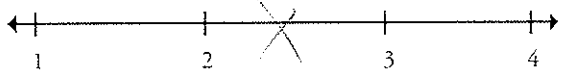
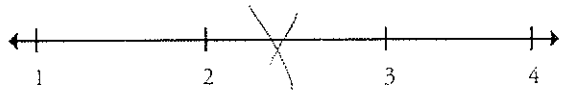

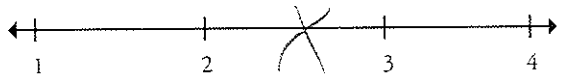
**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.4a</b></p> <p>4. Understand the relationship between numbers and quantities: connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Topics 4, 5, 6, 9, + 13</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

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Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

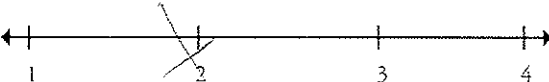
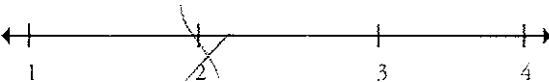
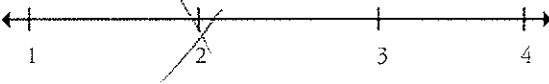
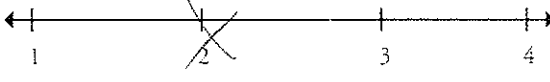
Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.4b</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>Topics 4, 5, 6, 9, &amp; 13</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

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**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

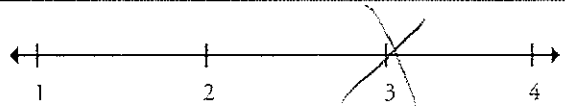


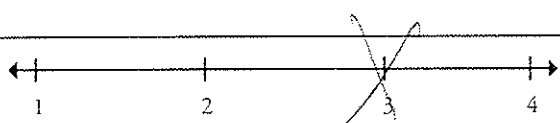
Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.4c</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topic 1, 4, 6, 7 &amp; 9</i></p>	<p>Important Mathematical Ideas</p> 
	<p>Skills and Procedures</p> 
	<p>Mathematical Relationships</p> 
	<p>Summary / Justification / Evidence</p>
<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>	
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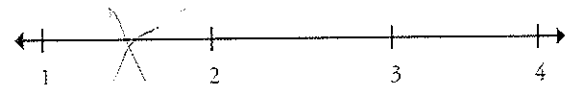



**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.5</b></p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Topics 5, 10, 12, &amp; 16</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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Title of Instructional Materials: enVision Math

**MATHEMATICS: GRADE K – COUNTING AND CARDINALITY – K.CC**

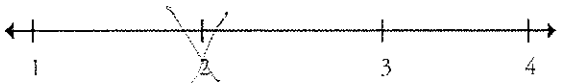


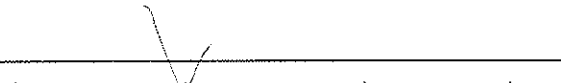
Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.CC.6</b></p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup></p> <p><sup>1</sup> Include groups with up to ten objects.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><u>Topics 5, 6, &amp; 12</u></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>




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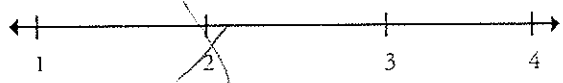
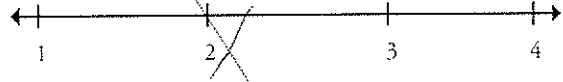

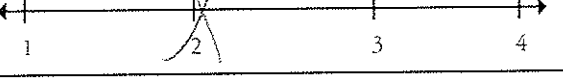
**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p><b>K.OA.1</b></p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><small>1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</small></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topic 10 + 11</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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Title of Instructional Materials: enVision Math

**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

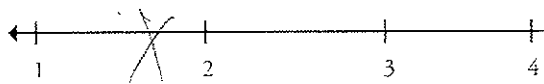

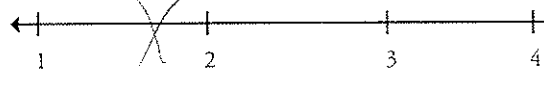
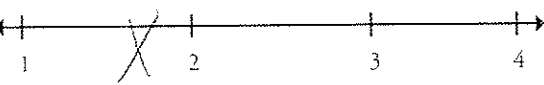
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.OA.2</b></p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topic 10 + 11</i></p>	<p>Important Mathematical Ideas </p>
	<p>Skills and Procedures </p>
	<p>Mathematical Relationships </p>
	<p>Summary / Justification / Evidence <i>8.</i></p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**


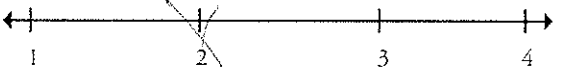
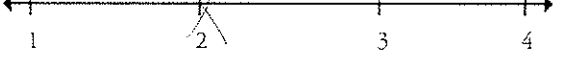
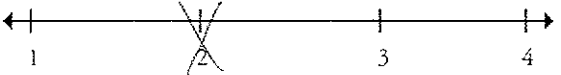
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>K.OA.3</p> <p>Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>       <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="font-size: 1.5em; margin-left: 20px;">Topic 10 &amp; 11</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>   <div>Overall Rating </div>

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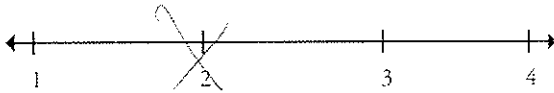
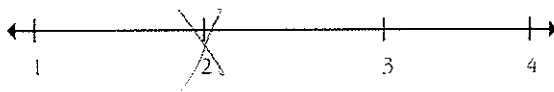
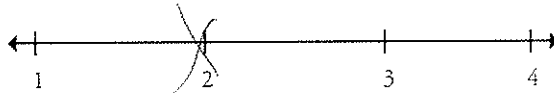
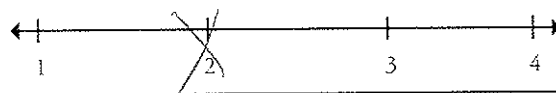
**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<p><b>K.OA.4</b></p> <p>For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>          <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>Topic 10 &amp; 11</p>	<p>Important Mathematical Ideas</p> 
	<p>Skills and Procedures</p> 
	<p>Mathematical Relationships</p> 
	<p>Summary / Justification / Evidence</p>
<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>	
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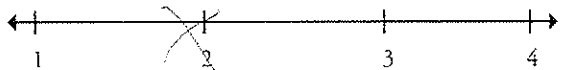

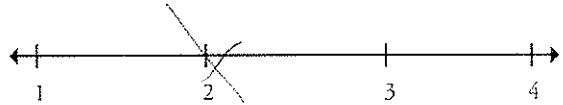
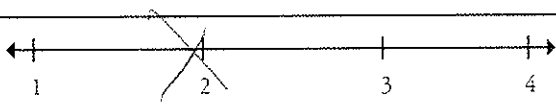
**MATHEMATICS: GRADE K – OPERATIONS AND ALGEBRAIC THINKING – K.OA**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>K.OA.5</p> <p>Fluently add and subtract within 5.</p>       <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Page 10</i></p>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div>
	<div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div>    <div>Overall Rating</div> 

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Title of Instructional Materials: enVision Math

**MATHEMATICS: GRADE K – NUMBER AND OPERATIONS IN BASE TEN – K.NBT**

<p>Work with numbers 11–19 to gain foundations for place value.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p><b>K.NBT.1</b></p> <p>Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topic 12</i></p>	<div> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> </div> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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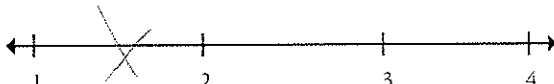


**MATHEMATICS: GRADE K – MEASUREMENT AND DATA – K.MD**

<b>Describe and compare measurable attributes.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Important Mathematical Ideas Skills and Procedures Mathematical Relationships
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Topic 9	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  
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**MATHEMATICS: GRADE K – MEASUREMENT AND DATA – K.MD**

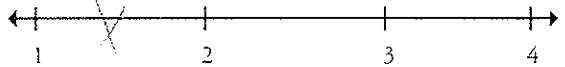
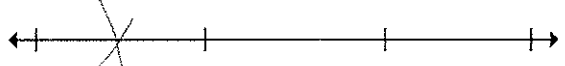

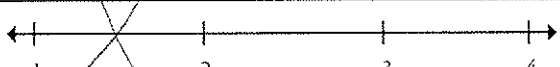
<b>Describe and compare measurable attributes.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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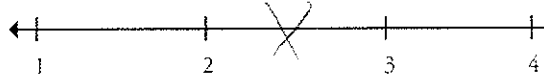
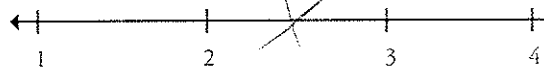
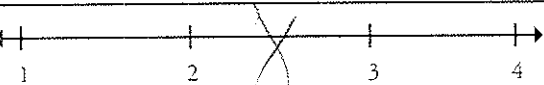
**MATHEMATICS: GRADE K – MEASUREMENT AND DATA – K.MD**

Classify objects and count the number of objects in each category.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.MD.3</b></p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup></p> <p><sup>1</sup> Limit category counts to be less than or equal to 10.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topic 1</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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Revision Math

**MATHEMATICS: GRADE K – GEOMETRY – K.G**

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>K.G.1</p> <p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="font-size: 2em; margin-top: 20px;">Topic 7 &amp; 2</p>	<div style="margin-bottom: 10px;">Important Mathematical Ideas </div> <div style="margin-bottom: 10px;">Skills and Procedures </div> <div style="margin-bottom: 10px;">Mathematical Relationships </div> <div style="height: 100px; vertical-align: top;">Summary / Justification / Evidence</div> <div style="height: 100px; vertical-align: top;">Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div>
	Overall Rating 



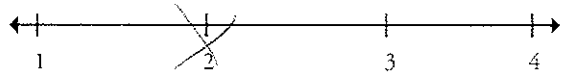
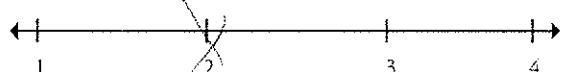
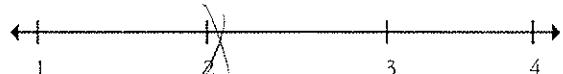
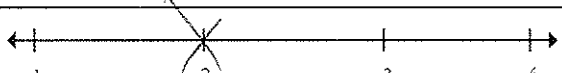
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EnVision Math

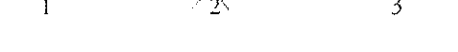

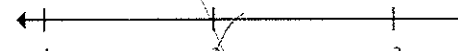
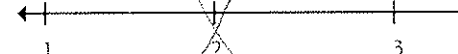
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Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.G.2</b></p> <p>Correctly name shapes regardless of their orientations or overall size.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topic 7</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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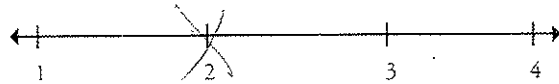



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<b>K.G.3</b>	
Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Important Mathematical Ideas 
	Skills and Procedures 
	Mathematical Relationships 
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Topic 7	Overall Rating 

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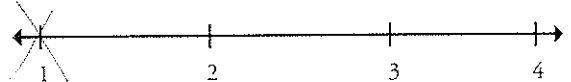


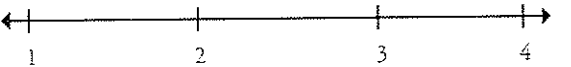
Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	<p>Important Mathematical Ideas</p>  <p>Skills and Procedures</p>  <p>Mathematical Relationships</p>  <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  Topic 7	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating
	

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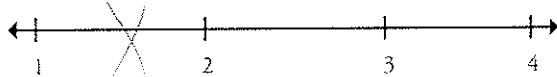
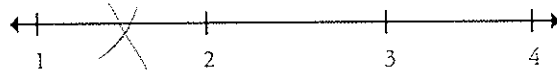
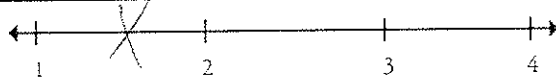
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Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.G.5</b></p> <p>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topic 7</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>limited material</i></p>
	<p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE K – GEOMETRY – K.G**

Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>K.G.6</b></p> <p>Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Topic 7</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>